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ABSTRACT

The document, published by the International Institute for Adult Literacy Methods (IIALM) in Tehran, consists of seven abstracts of documents related to education in underdeveloped countries. The documents include: (1) Literacy in 30 Hours, Cynthia Brown; (2) The Use of Radio in Adult Literacy Education, Richard Burke; (3) Let Jorge Do It, James Hoxeng; (4) Non Formal Education in Sri Lanka; (5) African Indigenous Education, J. P. Ocitti; (6) Learning to Read and Reading to Learn--An Approach to a System of Literacy Instruction, Sohan Singh; and (7) Programmed Instruction for Literacy Workers, Sivasailam Thiagarajan. It also presents a 31-page list of IIALM acquisitions, each entry including typical bibliographic data and descriptors. Author, geographical, meeting and corporate body, subject, and title indexes are also provided. (EC)

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ABSTRACTS

Brown, Cynthia. *Literacy in 30 hours:* Paulo Freire's process in North East Brazil. [London] Writers and Readers Publishing Cooperative [c1975] 48 p.

Paulo Freire, working in the slum area of Recife, Brazil, developed a method of literacy teaching which not only proved to be successful within the project itself, but also had implications for literacy teaching in general. This method, which is geared towards involving the learner in critical reflection on the process of reading and writing, has been receiving increasing attention. Such learner involvement means that education becomes a way of liberation in which "learning to read is a political act," since it plays such a significant role in political participation. Based on this concept and on the assumption that adults could learn to read rapidly if reading were not part of a cultural imposition, Freire develcped materials that would enable adults to learn to read in 30-40 hours.

Freire and his colleagues introduced topics such as nationalism, development, illiteracy and democracy with slides, then conducted a dialogue with nonliterates. From this, Freire was even more convinced that if learning to read becomes a process of analysing reality, adults will be much more receptive.

Of prime importance in this awareness is the distinction between nature and culture. This is exemplified by a sequence of 10 pictures (reproduced in the text) which illustrate various aspects of this distinction. These pictures were used to stimulate group discussion, thereby affording participants an opportunity to express their real knowledge without being hampered by their inability to read. This is what Freire has commonly referred to as "conscientization."

For the next stage, Freire developed teaching materials comprised of words which had both phonemic value and emotional impact for the community involved. 16-17 such 'gen-

erative' words were selected and put in a specific sequence to facilitate learning. The classes involved in this programme used posters and slides instead of books, because they do not lend themselves to flexibility in discussion and they discourage expression; they are therefore not well suited to this method.

The author concludes with interviews of two teachers who have tried to adapt aspects of Freire's method to their own work with children from heterogeneous backgrounds in Berkeley (California) public schools.

x x x

Burke, Richard. *The use of radio in adult literacy education:* a monograph to be published by the International Institute for Adult Literacy Methods, Tehran.

In his monograph, Professor Burke describes various features of radio broadcasting which support it as a valuable and integral component of any effort to provide literacy and basic education to adolescent as well as adult audiences. The author stresses the active participation of all involved in learning through the mass media-learners, teachers and producers in helping people to be active subjects in their own social development.

Since this book is about the role of the literacy field worker in a radio based literacy project, the author places the field worker in the center of his discussions. He stresses the part that the field worker can play in helping the studio and field producers to identify programming needs and audience preferences; the part he plays in providing them with needed programme evaluation; the field worker's part in coordination with other field workers and social development programmes; and the work he can do with adult learners and members of the community in general to convince them that radio is a learning device, not merely a means of entertainment.

In attempting to analyse the question of "Why Radio?" in literacy activities, Burke analyzes four major points in the favour of the use of radio: reaching more learners, listener participation, immediacy and costs.

Using the example of Colombia's ACPO, the author illustrates radio's ability to overcome the constraints of geographic conditions and reach isolated populations with education, information and entertainment. With the advent of transistor radios and their increasing availability, radio can reach even more people.

In considering listener participation, the author stresses that radio takes advantage of the non or neo-literate's predisposition to the aural mode and puts it to good use.

Radio provides a means for immediate broadcast therefore making information quickly available to a large public. In another sense, the immediacy provided by radio "is best described as an attitude or feeling about the message rather than the actual time elements involved". In citing that radio is not a "perfect" means of communication, the author urges that it is best used in combination with other media of communication and a strong supporting component of effective field workers.

In chapter two, consideration is given to an aspect of radio broadcasting that is frequently ignored: careful analysis of the listening audience. The author stresses the role that the field worker can play in reducing the guesswork involved in producing programmes by providing solid information about the needs, attitudes and life habits of the listeners to programme planners.

In chapters three and four, the author takes a look at programme planning and development process, and in chapter five, he further considers some of the factors involved in actually producing and distributing radio programmes and supplementary materials such as textbooks, workbooks, teachers' guides, posters, wall maps and other aids to listening. He feels that an understanding of the production process will enhance the field worker's ability to work within a radio based literacy programme.

Chapter six, dealing with using radio effectively, is the heart of the monograph. It explains to the field worker the processes involved in organizing listening groups, how to train volunteer monitors to help their families, friends and neighbours with their new learning efforts. It

as well contains some specific suggestions for pre and post broadcast activities.

Chapter seven examines the role of the field worker in helping learners maintain and improve their newly acquired skills in reading and writing. Chapter eight discusses the field workers' part in the evaluation of programme effects and the need to provide administrators, producers and specialists in research and evaluation with first hand observations, comments and criticisms.

In chapter nine the author provides the reader with sources of information about radio broadcasting and the teaching of functional literacy. He as well encourages his readers to contact international organizations for guidance in starting, developing and maintaining a radio based literacy project.

x x x

Hoxeng, James. *Let Jorge do it:* an approach to rural non formal education. [Amherst, Mass.] Center for International Education, University of Massachusetts, 1973. ix, 221 p.

This book describes the first phase of a project to develop a new approach to rural, nonformal education in Ecuador. It is a detailed statement of the project's philosophy, and a description of the wide variety of experimental activities that took place during the first two years of the project.

There is a significant inequality in Ecuador between urban and rural areas. Neither the formal nor the nonformal education system is meeting the special needs of the rural areas. The University of Massachusetts Nonformal Education Project has therefore addressed itself to the problem of those ignored by the educational system, especially in rural Ecuador.

It was decided that the project should be action-oriented, have a maximum of Ecuadorian staff participation and make use of non-professional manpower. The major educational goal was that rural people acquire insights, knowledge and skills directly useful to them in their daily living. A variety of nonformal materials was made available for selection by the perspective participants. Topics had to be relevant to the lives and experiences of rural villagers and be perceived by them as useful and entertaining. The materials themselves had to be inexpensive and easy to reproduce; they also had to be motivating, immediately relevant, self-explanatory (requiring a minimum of literacy skills) and part of a self-generating curriculum. The materials were distributed through a national network of complimentary distribution systems comprising various institutions which serve different segments of the population in different capacities. Materials were made available to all those who wanted them. Interested individuals were instructed in the use of the materials, then encouraged to duplicate them and use them innovatively to

reach as many people as possible.

Games were chosen as a way to involve people, to give them practice in the skills they needed and to provide the kind of group interchange thought to be necessary for dialogue and decision-making. One of the basic games used in the project, called 'hacienda', is a board game which attempts to simulate certain aspects of the peasants situation in rural Ecuador and allows participants to role-play in these real-life situations.

Techniques for literacy and numeracy included use of fluency games and expressive techniques (such as the Ashton-Warner dialogue) to encourage self-expression and thereby establish a basis for building literacy skills. Consciousness-raising techniques use a variety of simulation games as well as the discussion step of the Ashton-Warner method, tape recorders and fotonovelas (comic books with photos).

For the actual operation of the programme, 'facilitators' or community teachers were trained to use the materials, to organize community development projects and to conduct classes in literacy and consciousness-raising. Detailed information is presented on the selection and training of these facilitators along with sketches of communities in which the projects were implemented. These facilitators were actual members of the community, and this had a number of advantages: as change agents within their own community they knew the local problems, they were trusted by the community and they could make long-term plans for development.

Evaluation of the programme indicated that some learning did take place, although this was difficult to measure in the traditional manner. A direct relation was also found between community development activity and a high degree of participation and dialogue in the sessions. Games and dialogues focused on the problems of the specific community in which they were used, and led the participants to discover ways of

developing their community.

Another phase of the programme, the Radio Mensaje Project, was based on the use of cassette tape recorders as a feedback device in rural schools. The goals of this project were to present feedback which would heighten feelings of self-worth and efficacy, increase community development, make knowledge relevant and improve classroom performance. An overview of the operation, project research and implications is presented in some detail.

Evaluation showed that the programme had met its goals: materials were generally cheap and had been used quite consistently, training time and costs were low, programme activities were extended to other areas, effective learning was observed and there was a significant correlation with community development activities.

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Non formal education in Sri Lanka. A study undertaken by the Marga Institute for ICED/UNICEF. Colombo, Marga Institute [c1974] xiii, 242 p.

The purpose of this study is to determine what general information can be gathered from the experience of the various formal institutions and groups in Sri Lanka, and to see how the more important ones are structured, financed and operated.

The traditional educational system was one in which learning and work were closely linked, and the informal, non-formal and formal processes of the system were merged. When the modern educational system of schools was introduced, it did not explicitly relate to the roles and social objectives of the participants, therefore, it was necessary to find ways of educating the whole community towards development.

Numerous educational reforms have been made, one of the most significant being the introduction of pre-vocational studies. The book presents an outline of all important aspects of these studies: their role, objectives, organization, teaching materials and evaluation methods. Such prevocational training must be linked to those occupations which have the potential for modernization and improvement, but in this case sufficient emphasis has not been given to this aspect in the selection of trades and occupations to be studied and in the design of the programmes.

There are further complications due to teachers who are unfamiliar with vocational subjects, school schedules which allow for little active participation and problems with examinations.

The study discusses non-formal education and various training programmes. These are sponsored by both governmental and non-governmental organizations and are divided into three groups.

The programmes of the first group, those which are vocationally oriented, have been organized to help meet the increasing demand for vocational training. They are highly diversified, aimed at various segments of the population and have a wide range of objectives. Specific programmes in this group include a nationwide agricultural extension programme for upgrading farmer skills, youth settlement schemes, various types of vocational training and apprenticeship programmes, as well as small-scale programmes aimed at individual communities.

The programmes in the second group, those emphasizing social-psychological attributes, are specifically designed for children and youth. They include the National Youth Service Council which focuses on civic involvement, training for adulthood and integration into an economically active society, pre-vocational and vocational programmes oriented towards the development of leadership skills and civic consciousness, and programmes sponsored by the Women's Association, the Boy Scouts, the YMCA and YWCA.

The third group of programmes, those which are community development-oriented, offer training in various fields, from home gardening, nutrition and sewing, to the development of rural infrastructure. Included in this group are the programmes of the Department of Rural Development, the Jaycees and the Red Cross.

The three above-mentioned groups have extensive coverage, in terms of both geographical distribution and population. The programmes which contain particularly important features have been treated in detail.

Finally, in assessing programme performance and usefulness, the following indicators were used:

1. The need for a particular programme within the social, economic, cultural and political framework of Sri Lanka.

2. The contribution which the programme makes towards human development.

3. The success of the programme in terms of social, psychological and employment results.

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Ocitti, J. P. *African indigenous education*, as practised by the Acholi of Uganda. Nairobi/Kampala/Dar es Salaam, East African Literature Bureau [1973] x, 116 p.

This book delves into the educational practices of the pre-colonial society of the Acholi, an agriculturally-oriented tribe which lived in northeastern Uganda. The tribe was united by cultural and territorial ties and by strong human relationships. Religion was an integral part of their life and there was a wide belief in black magic and various superstitions.

For the Acholi, African indigenous education would begin even before early childhood. It started with attitudes towards pregnancy, child birth and name-giving. From the very beginning, children were subjected to various types of precise training rituals involving learning to walk, talk, eat, adjust socially, etc. New-borns were given very close special attention until weaning, at which time they were gradually encouraged to become more independent and socially oriented.

During the period between six and thirteen years of age children were always subjected to rigorous training in the proper patterns of behaviour, work, play and association with persons of their own sex. Parents considered this period to be the true foundation for proper future adult life, since this was when children learned the difference between good and bad, work and play.

The Acholi recognized the value of play as an expression of innate patterns of behaviour and preparation for future adult activities. Learning through the medium of work enabled children to acquire the accepted masculine or feminine roles. Children learned to be useful by doing things and working hand in hand with adults.

Oral tradition formed an integral part of the Acholi's culture and was highly developed, since writing was unknown

to them. Customs, beliefs and expectations were transmitted to youth largely through oral literature, myths, legends, folktales, etc. Adults made the accepted religious dogmas, practices and experiences available to their young predominately through ceremonies and the instructions which rose from them. Learning also took place through hunting, where children not only acquired the skills of hunting itself but also learned about animals and communal life. Formal teaching also existed in the form of apprenticeship or instruction, in such fields as hunting, farming and cultural traditions.

The Acholi system of indigenous education was quite adequate insofar as it met the requirements of the society at that time and reflected its way of life. Education was preparatory and functional since it was acquired by active participation in the daily activities of the home and society. This educational system had well-defined objectives, contents and methods, as does any system of education.

Traditional education taught children where and how they fit into society. Today, however, traditional African education can no longer enable children to adjust themselves adequately to modern dynamic life. Yet the introduction of Western education has not proven satisfactory for the needs of the changing society. The challenge for educators is to decide what to discard, what to modify and what to preserve of the alien and indigenous systems in order to meet the needs of today's Africa.

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Singh, Sohan. *Learning to read and reading to learn - an approach to a system of literacy instruction:* a monograph to be published by the International Institute for Adult Literacy Methods, Tehran.

In his monograph, Sohan Singh suggests an approach to literacy teaching that strikes a happy balance between the need to structure and the need to motivate in the teaching of reading to adults. He goes further than merely proposing a method of literacy teaching: he proposes a comprehensive system of literacy instruction. The system seeks to accommodate the needs of adult learners on the one hand, and on the other, of literacy teachers, monitors, literacy supervisors, forum leaders and extension workers who undertake various teaching and extension tasks in a functional literacy project. Again, the author brings out the need to provide instructional materials, both for learners and teachers, dealing with reading, writing, numeracy, attitude change and economic skills.

In proposing a substantive methodological approach to literacy instruction, the monograph also demonstrates how a particular methodological orientation was systematically operationalized into a system of instruction. In that sense, the monograph is not only a prescription but also a model for developing different situation-specific and language-specific prescriptions.

The process implicit in the designing of a system of literacy instruction is a typical instructional development process. Sohan Singh suggests that we start with a delineation of programme objectives; that these objectives be defined into separate tasks that have to be performed for the realization of these objectives; that a suitable division of labour between students and teachers, between teachers and monitors and extension workers, must be developed; that materials for both learners and teachers must be written and tested; and that all this should be done using the best

that is known in the area of reading research and the psychology and sociology of working with adults.

His substantive methodology for literacy instruction is highly articulated. First, he asserts that while teaching literacy to adults, the whole programme, and therefcre the whole set of teaching materials, must be built around a theme of interest to the adults. This theme may be economic, socio-cultural or even recreational. Second, he distinguishes between two stages of a literacy group. The first stage, he calls, learning to read. The second stage is called reading to learn.

In the first stage, the emphasis is clearly put on learning to read. While the concern with the theme is still strong and articulated, the emphasis is on mastering the linguistic code. The structure of language is given in due regard without neglecting the motivation that comes from the use of socially significant themes. Some 100-120 words which, in all languages, seem to be used 80% of the time in human speech, are sought to be made "sight words". Attention is also paid to arithmetic but at a very preliminary level.

In the second stage, the emphasis shifts to reading to learn. That is, reading is now used to get information out of written materials, while the learner strengthens his reading skills at the same time. Here again, the materials are read and developed around the theme of interest to the adult learner. Now, any concerns about the structural aspects of the language become more important. Indeed, the methodology of teaching reading is now rendered marginal. The teaching of writing gets more emphasis. Also the teaching of arithmetic acquires sharpened focus. Numeracy in today's world is an essential part of literacy and must be handled with competence.

The two stages of Learning to Read and Reading to Learn are brought into an integral relationship through Sohan

Singh's model of teaching spirals. In the first spiral, the teacher learner interactions are built around a theme with emphasis on learning to read. In a second spiral, the learner returns to the same theme but now he or she is reading to learn and in the process of becoming an independent reader.

The approach to literacy instruction presented in this monograph should not be taken as new dogmatism, Mr. Singh brings to his task decades of commitment and work in literacy in different languages and in different parts of the world. He is systematic, but he is not a traditional alphabet man. In today's world where loud commitments to radicalism and humanism are fashionable Mr. Singh's quiet sense for the functional and human must not be seen as conservative. It must be emphasized that what he advocates is not merely opinions but is based on reading research and tested experience in the area. When he does choose to opine, he has such stalwarts as William S. Gray on his side.

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Thiagarajan, Sivasailam. *Programmed instruction for literacy workers:* a monograph to be published by the International Institute for Adult Literacy Methods, Tehran.

Sivasailam Thiagarajan's monograph, "Programmed Instruction for Literacy Workers", represents a straightforward attempt at introducing the literacy field worker to the concepts of programmed instruction as well as to the methodologies involved in writing self-instructional programmed materials.

Beginning with an introductory program on the cultivation of "thakali" plants, the author quickly immerses the reader in both the process of programmed instruction as well as the use of the product: this monograph.

In the first two chapters of the monograph, the author suggests that the term "programmed instruction" refers to two things: the structure of the product and the systematic nature of the process. The early statement of the fundamental principles of programmed instruction are those adhered to by the author in the development of his monograph: learning in small steps is effective and motivating, the student should make active responses as he goes along; whenever the student gives an answer, he should be provided with immediate feedback as to its correctness; learning should use successive approximations by proceeding from the simple to the complex and from the known to the unknown; and each learner should be permitted to work at his own pace and to follow his own schedule.

In chapter two, for example, the stages of the programming process learners analysis, task analysis and revision - are first presented in depth, then in summary chart form and in application with an example from Tunisia. (If the reader has failed to understand the points, he is redirected to table 2.1 for further study.)

The adaptability of programmed instruction to a variety of philosophies and methods and its applicability to various levels of literacy training make the process an attractive one to both traditional and functional literacy situations. The author emphasizes the exploratory nature of programmed instruction as well as the evaluative process which is built into programmed instruction both during and after the production of materials.

Programmed instruction begins with the learner as a collaborator-a point contributing to the ultimate goal of functional literacy, i.e. that the learner become a self-motivated and independent learner. In programmed instruction the role of the teacher shifts from that of a dispenser of knowledge to that of a manager of learning. The author feels that programmed instruction is likely to affect teachers significantly in the area of their training. Thiagarajan is not all praise and he does add words of warning that programmed instruction does have its drawbacks and programmers should be aware of them before starting.

After discussing the attractions of programmed instruction in literacy training, the author proceeds to a discussion of learner analysis and its relationship to the other steps of programming. Methods and steps in interviewing are followed by an informative example from an Indian programme in which the author works through the three phases of learner analysis-definition of the target community, selection of a suitable functional topic and establishment of the entry level of participants.

In discussing the purposes of task analysis and its place in the determination of basic content for a program, the author offers a number of practical suggestions and accompanying examples which take the reader through the steps of this second type of analysis necessary for the programming process.

After working through an analysis of the literacy skills and arriving at a comprehensive idea of the content and language of the program, the author proceeds to the design stage of the programming process. The chapter dealing with the design of a program introduces the reader to the basic format for presenting a linear program. The author returns to his "thakkali" plants program and takes the reader through the design procedure: arrangement of sub-tasks into suitable instructional materials; the writing of test frames, their arrangement and revision; the writing of teaching frames and their revision; and the final assembling of the frames into a product.

In his discussion of evaluation, the author stresses that formative evaluation of a program is conducted for the purpose of improving its effectiveness. This evaluation is two part: expert evaluation and developmental testing. The former involves the collection of suggestions for program improvement; the latter involves the learners in measuring the effects of the program. Thiagarajan feels that developmental testing is perhaps the most important element of the programming process as the learner is again involved as a collaborator in the programming process.

Other forms of programmed instruction discussed in the monograph include variations on the linear program, multiple track and branching programs, machines and media, and programmed games and programmed tutoring. For each, the author offers diagrams or explanations in the form of sample programs. In his discussion of games, the author incorporates actual games into the text of the monograph and treats their designing, evaluation and developmental testing. He encourages the reader to look around himself for popular games that may be adaptable to the programmed format.

The introduction to the chapter on programmed tutoring systems, in which the reader is reminded that he should return to the previous chapters before attempting this particular one if he is still unfamiliar with learner, task and

literacy skills analysis, is again one of the many reminders that the monograph is a "product" of the programmed method.

In the monograph's last chapter, the author shifts his attention from single programs to larger scale attempts at offering programmed instruction. He offers suggestions for the final production and summative evaluation of large scale programs and again stresses that the training of the teacher is a decisive element in the success of a program using programmed instruction.

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ACQUISITIONS

Tehran 2713
Per.

Machayekh, Farideh
Freire, the man, his ideas and their implications.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Spring 1974, p. 1-62)
illus.

Also in French.

Descriptors:

1. ADULT LITERACY. 2. CULTURAL AWARENESS. 3. EDUCATIONAL THEORIES. 4. FREIRE, PAULO. 5. ILLITERATE ADULTS. 6. INSTRUCTIONAL MATERIALS. 7. LITERACY METHODS. 8. LITERACY TEACHERS. 9. PAULO FREIRE METHOD. 10. TEACHER EDUCATION.

Tehran 2714
Per.

Furter, Pierre
On the greatness of being utopian.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Spring 1974, p. 117-124)

Also in French.

Descriptors:

1. FREIRE, PAULO. 2. PAULO FREIRE METHOD.

Tehran 2716
Per.

Freire, Paulo
Research methods.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Spring 1974, p. 133-142)

Also in French.

Descriptors:

1. GROUP DISCUSSION. 2. RESEARCH METHODOLOGY. 3. SOCIAL DEVELOPMENT. 4. TANZANIA.

Tehran 2717
Per.

Brooke, W . Michael
Canadian adult basic education: an overview.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Summer 1974, p. 187-200)

Also in French.

Descriptors:

1. CANADA. 2. ADULT BASIC EDUCATION. 3. EDUCATIONAL PROGRAMMES. 4. LIFE SKILLS COURSE. 5. TECHNOLOGICAL ADVANCEMENT.

Tehran 2719
Per.

Anderson, Ethel
An adult basic education program in a community setting [by] Ethel Anderson and Elizabeth Woeller.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Summer 1974, p. 211-226)

Also in French.

Descriptors:

1. CANADA. 2. ADULT BASIC EDUCATION. 3. ADULT EDUCATION PROGRAMMES. 4. INSTRUCTIONAL MATERIALS. 5. STUDENT CHARACTERISTICS.

Tehran 2723
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MacNeil, Don
The Arab East and the Eastern Arctic: a comparison of approaches taken with Inuit with those taken with Arab Peoples.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Summer 1974, p. 267-274)

Also in French.

Descriptors:

1. ADULT BASIC EDUCATION. 2. ARAB STATES. 3. CANADA. 4. LITERACY PROGRAMMES. 5. MIGRATION. 6. SOCIAL ISOLATION.

Tehran 2724
Per.

Draper, James
Organization analysis: its benefit to adult literacy programs.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Summer 1974, p. 275-286)

Also in French.

Descriptors:

1. ADULT LITERACY CLASSES. 2. DATA ANALYSIS. 3. INDIA. 4. INSTITUTES (TRAINING PROGRAMMES). 5. UNIVERSITIES.

Tehran 2725
Per.

Kidd, J . R .
Recognition: the Unesco literacy awards.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Summer 1974, p. 287-302)

Also in French.

Descriptors:

1. ADULT LITERACY. 2. INTERNATIONAL LITERACY DAY. 3. MOHAMMAD REZA PAHLAVI PRIZE.

Tehran 2726
Per.

Verner, Coolie
Illiteracy and poverty.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Summer 1974, p. 303-314)

Also in French.

Descriptors:

1. ADULT BASIC EDUCATION. 2. ADULT LITERACY. 3. DISADVANTAGED GROUPS.

Tehran 2727
Per.

Haemmerli, Alfred R
Evaluation in the World Experimental Literacy Program.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Fall 1974, p. 329-350)

Also in French.

Descriptors:

1. DATA ANALYSIS. 2. EVALUATION TECHNIQUES. 3. EXPERIMENTAL WORLD LITERACY PROGRAMME, 1966. 4. FUNCTIONAL LITERACY. 5. LITERACY PROGRAMMES. 6. PROGRAMME EVALUATION.

Tehran 2728
Per.

Chiappetta, Michael
One always starts in the middle: a case study involving Unesco, Indiana University, and functional literacy.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Fall 1974, p. 351-373)
tables.

Also in French.

Descriptors:

1. DATA ANALYSIS. 2. EVALUATION CRITERIA. 3. EXPERIMENTAL WORLD LITERACY PROGRAMME, 1966. 4. PROGRAMME EVALUATION. 5. UNESCO.

Tehran 2729
Per.

Mbakile, Emmanuel P . R .
The evaluation of the UNDP/Unesco Work-Oriented Adult Literacy Project in Tanzania.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Fall 1974, p. 373-392)
tables.

Also in French.

Descriptors:

1. TANZANIA. 2. ADULT LITERACY. 3. DATA ANALYSIS. 4. PROGRAMME DESCRIPTIONS. 5. PROGRAMME EVALUATION. 6. WORK-ORIENTED ADULT LITERACY PILOT PROJECT, TANZANIA, 1968- .

Tehran 2730
Per.

Chain, Beverly J .
An examination of three Paulo Freire-inspired programs of literacy education in Latin America.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Fall 1974, p. 393-408)

Also in French.

Descriptors:

1. LATIN AMERICA. 2. EVALUATION CRITERIA. 3. LITERACY EDUCATION. 4. LITERACY METHODS. 5. LITERACY PROGRAMMES. 6. PAULO FREIRE METHOD. 7. PROGRAMME EVALUATION.

Tehran 2731
Per.

Roy, Prodipto
An Indian workshop evaluation: learner needs, materials, teachers and training.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Fall 1974, p. 409-420)

Also in French.

Descriptors:

1. INDIA. 2. EXPERIMENTAL PROCRAMMES. 3. FUNCTIONAL LITERACY. 4. INSTRUCTIONAL MATERIALS. 5. PROGRAMME EVALUATION. 6. WOMENS EDUCATION. 7. WORKSHOPS.

Tehran 2732
Per.

Farmer, Jr., James A
Strengthening a design for evaluating a broad-aimed functional literacy and family life education program.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Fall 1974, p. 421-440)

Also in French.

Descriptors:

1. THAILAND. 2. EVALUATION TECHNIQUES. 3. FAMILY LIFE EDUCATION. 4. FUNCTIONAL LITERACY PROGRAMMES. 5. PROGRAMME EVALUATION.

Tehran 2734
Per.

Villaume, John M
Theory-informed middle-range evaluation of literacy programs.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Fall 1974, p. 471-506)
tables.

Also in French.

Descriptors:

1. CONCEPTUAL SCHEMES. 2. EVALUATION METHODS. 3. FUNCTIONAL LITERACY PROGRAMMES. 4. LITERACY ACHIEVEMENT. 5. PROGRAMME EVALUATION.

Tehran 2737
Per.

Wagner, Serge
Literacy and citizenship-the experiment of carrefour ("crossroads") Pointe St-Charles community education.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Winter 1974, p. 559-574)

Also in French.

Descriptors:

1. CANADA. 2. ADULT LITERACY CLASSES. 3. COMMUNITY EDUCATION. 4. DISADVANTAGED GROUPS.

Tehran 2739
Per.

Verner, Coolie
Basic factors in learning to read and write.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Winter 1974, p. 583-596)

Also in French.

Descriptors:

1. ADULT LITERACY. 2. LEARNING DIFFICULTIES. 3. LEARNING PROCESSES. 4. LITERACY EDUCATION. 5. READING SKILLS. 6. WRITING SKILLS.

Tehran 2740
Per.

Desjardins, Micheline
A new experience in Quebec: an individual aid program for under-educated adults.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Winter 1974, p. 597-606)

Also in French.

Descriptors:

1. CANADA. 2. ADULT BASIC EDUCATION. 3. FUNCTIONAL LITERACY PROGRAMMES. 4. INDIVIDUALIZED INSTRUCTION. 5. INTERAGENCY COOPERATION.

Tehran 2741
Per.

Berezowecki, Anthony R
Liberation or domestication: adult basic education in Canada.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Winter 1974, p. 607-622)

Also in French.

Descriptors:

1. CANADA. 2. ADULT BASIC EDUCATION. 3. ADULT EDUCATION PROGRAMMES. 4. DISADVANTAGED GROUPS.

Tehran 2742
Per.

The Montreal Basic Job Readiness Training Experiment.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Winter 1974, p. 623-638)

Also in French.

Descriptors:

1. CANADA. 2. ADULT BASIC EDUCATION. 3. ADULT EDUCATION PROGRAMMES. 4. JOB TRAINING. 5. PROGRAMME DESCRIPTIONS. 6. PROGRAMME OBJECTIVES. 7. STUDENT TEACHER RELATIONSHIP.

Tehran 2743
Per.

Dickinson, Gary
Identifying adult learning needs through life change analysis.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Winter 1974, p. 639-648)

Also in French.

Descriptors:

1. ADULT BASIC EDUCATION. 2. ADULT EDUCATION PROGRAMMES. 3. EDUCATIONAL NEEDS. 4. STUDENT EVALUATION.

Tehran 2744
Per.

Bernard, Jean Louis
An educational approach to the adult learner's activity in basic education.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Winter 1974, p. 649-658)

Also in French.

Descriptors:

1. ADULT BASIC EDUCATION. 2. LEARNING PROCESSES.

Tehran 2745
Per.

Draper, James A
A commitment to development and international education: some examples from Canada.

(In Literacy discussion. Tehran, International Institute for Adult Literacy Methods. Winter 1974, p. 659-672)

Also in French.

Descriptors:

1. CANADA. 2. ADULT BASIC EDUCATION. 3. HUMAN DEVELOPMENT. 4. INTERNATIONAL EDUCATION. 5. LITERACY EDUCATION.

Tehran 2747

International Symposium for Literacy, Persepolis, 1975.
Literacy in the world since the 1965 Tehran conference: shortcomings, achievements, tendencies. [Paris, Unesco, 1975]
49 p. graphs, maps, tables (SIPA/1)

Also in French and Spanish.

"Document prepared by the Unesco Secretariat for the International Symposium for Literacy."

Descriptors:

1. EXPERIMENTAL WORLD LITERACY PROGRAMME, 1966. 2. INTER-INSTITUTIONAL COOPERATION. 3. LITERACY ACHIEVEMENT. 4. LITERACY ORGANIZATIONS. 5. LITERACY PROGRAMMES. 6. LITERACY RESEARCH. 7. LITERACY STATISTICS. 8. LITERACY TEACHERS. 9. MASS MEDIA. 10. NEW LITERATES. 11. PROGRAMME ORGANIZATION. 12. READING MATERIALS PRODUCTION. 13. UNESCO.

Tehran 2748

International Symposium for Literacy, Persepolis, 1975.
Experimental World Literacy Programme. [Paris, Unesco, 1975]
46 p. (SIPA/2)

Also in French and Spanish.

"Report and synthesis of evaluation prepared by the Secretariat of Unesco."

Descriptors:

1. CURRICULUM DESIGN. 2. EXPERIMENTAL PROGRAMMES. 3. EXPERIMENTAL WORLD LITERACY PROGRAMME, 1966. 4. FUNCTIONAL LITERACY. 5. INSTRUCTIONAL MATERIALS. 6. LITERACY ACHIEVEMENT. 7. LITERACY METHODS. 8. LITERACY PROGRAMMES. 9. LITERACY TEACHERS. 10. PROGRAMME COSTS. 11. PROGRAMME DESCRIPTIONS. 12. PROGRAMME EVALUATION. 13. PROGRAMME OBJECTIVES.

Tehran 2749

International Symposium for Literacy, Persepolis, 1975.
Functionalities of literacy, by Dr. Malcolm S. Adiseshiah. [Paris, Unesco, 1975]
22 p. (SIPA/3)

Also in French and Spanish.

Descriptors:

1. ADULT FARMER EDUCATION. 2. AGRICULTURAL DEVELOPMENT. 3. FUNCTIONAL LITERACY. 4. LITERACY RESEARCH. 5. WOMENS EDUCATION.

Tehran 2750

International Symposium for Literacy, Persepolis, 1975.
Literacy training and mass education for development, by Samir Amin. [Paris, Unesco, 1975]
32 p. (SIPA/4)

Also in French and Spanish.

Descriptors:

1. DEVELOPING NATIONS. 2. EDUCATIONAL THEORIES. 3. LITERACY EDUCATION. 4. LITERACY PROGRAMMES. 5. POLITICAL ATTITUDES. 6. SOCIAL VALUES. 7. VOCATIONAL TRAINING.

Tehran 2751

International Symposium for Literacy, Persepolis, 1975.
Literacy, education and schooling - for what? by Johan Galtung. [Paris, Unesco, 1975]
23 p. (SIPA/5)

Also in French and Spanish.

Descriptors:

1. EDUCATIONAL EQUALITY. 2. EDUCATIONAL NEEDS. 3. EDUCATIONAL THEORIES. 4. LITERACY EDUCATION.

Tehran 2752

International Symposium for Literacy, Persepolis, 1975.
Functional literacy and the educational revolution; work accomplished and prospects for further action, by Bouzid Hammiche. [Paris, Unesco, 1975]
26 p. (SIPA/6)

Also in French and Spanish.

Descriptors:

1. ALGERIA. 2. CENTRE NATIONAL D'ALPHABETISATION (ALGERIA). 3. CONTINUOUS LEARNING. 4. CORRECTIONAL EDUCATION. 5. EDUCATIONAL CHANGE. 6. FUNCTIONAL LITERACY. 7. LITERACY PROGRAMMES.

Tehran 2753

International Symposium for Literacy, Persepolis, 1975.
Literacy training and revolution: the Vietnamese experience, by Lê Thành Khôi. [Paris, Unesco, 1975]
27 p. (SIPA/7)

Also in French and Spanish.

Descriptors:

1. VIETNAM. 2. LITERACY CLASSES. 3. LITERACY EDUCATION. 4. LITERACY PROGRAMMES. 5. SOCIAL CHANGE. 6. TEACHER EDUCATION.

Tehran 2754

International Symposium for Literacy, Persepolis, 1975.
ALFIN, an experiment in adult literacy training in a society in transition, by Alfonso E. Lizarzaburu. [Paris, Unesco, 1975]
47 p. (SIPA/8)

Also in French and Spanish.

Descriptors:

1. PERU. 2. ADMINISTRATIVE ORGANIZATION. 3. ADULT LITERACY. 4. EDUCATIONAL CHANGE. 5. LITERACY METHODS. 6. LITERACY PROGRAMMES. 7. PROGRAMME DESCRIPTIONS. 8. PROGRAMME OBJECTIVES.

Tehran 2755

International Symposium for Literacy, Persepolis, 1975.
Learner-centred innovations in literacy work, by Helen Callaway. [Paris, Unesco, 1975]
21 p. (SIPA/9)

Also in French and Spanish.

Descriptors:

1. ADULT LITERACY CLASSES. 2. EDUCATIONAL INNOVATION. 3. LITERACY METHODS. 4. LITERACY PROGRAMMES. 5. STUDENT INTERESTS. 6. WOMENS EDUCATION.

Tehran 2756

International Symposium for Literacy, Persepolis, 1975.
Are adult literacy programmes neutral? by Paulo Freire. [Paris, Unesco, 1975]
10 p. (SIPA/10)

Also in French and Spanish.

Descriptors:

1. CULTURAL AWARENESS. 2. LITERACY EDUCATION.

Tehran 2757

International Symposium for Literacy, Persepolis, 1975.
On the way to the learning society, by Edouard Lizop. [Paris, Unesco, 1975]
16 p. (SIPA/11)

Also in French and Spanish.

Descriptors:

1. CULTURAL AWARENESS. 2. EDUCATIONAL PROGRAMMES. 3. LEARNING ACTIVITIES. 4. SOCIAL CHANGE.

Tehran 2758

International Symposium for Literacy, Persepolis, 1975.
Literacy and industrialization; the dispossession of speech, by E. Verne. [Paris, Unesco, 1975]
33 p. (SIPA/12)

Also in French and Spanish.

Descriptors:

1. ADULT LITERACY. 2. CONTINUOUS LEARNING. 3. EDUCATIONAL DEVELOPMENT. 4. FUNCTIONAL LITERACY. 5. INDUSTRIALIZATION. 6. LITERACY PROGRAMMES. 7. VOCATIONAL TRAINING.

Tehran 2759

International Symposium for Literacy, Persepolis, 1975.
Literacy and the dialogue between civilizations, by Roger Garaudy. [Paris, Unesco, 1975]
13 p. (SIPA/13)

Also in French and Spanish.

Descriptors:

1. INDIVIDUAL DEVELOPMENT. 2. LITERACY EDUCATION.

Tehran 2760

International Symposium for Literacy, Persepolis, 1975.
On literacy strategy for rural development, by Manzoor Ahmed. [Tehran, International Institute for Adult Literacy Methods, 1975]
19 p. (SIPA/14)

Descriptors:

1. FUNCTIONAL LITERACY. 2. LITERACY PROGRAMMES. 3. LITERACY RETENTION. 4. PROGRAMME OBJECTIVES. 5. RURAL DEVELOPMENT.

Tehran 2761

International Symposium for Literacy, Persepolis, 1975.
Libraries as a force in cultural change, by H. C. Campbell. [Tehran, International Institute for Adult Literacy Methods, 1975]
6 p. (SIPA/15)

Descriptors:

1. CULTURAL ENRICHMENT. 2. LIBRARY PLANNING. 3. LIBRARY SERVICES. 4. PUBLIC LIBRARIES.

Tehran 2762

International Symposium for Literacy, Persepolis, 1975.
El lenguaje total en Costa Rica, por Francisco Gutiérrez. [Tehran, International Institute for Adult Literacy Methods, 1975]
26 p. (SIPA/16)

Descriptors:

1. COSTA RICA. 2. COMMUNICATION (THOUGHT TRANSFER).
3. EDUCATIONAL EXPERIMENTS. 4. EDUCATIONAL ORGANIZATIONS.
5. FORMATIVE EVALUATION. 6. INDIVIDUAL DEVELOPMENT.

Tehran 2763

International Symposium for Literacy, Persepolis, 1975.
Report on the activities of the Arab Literacy and Adult Education Organization (ARLO). [Tehran, International Institute for Adult Literacy Methods, 1975]
4 p. (SIPA/17)

Descriptors:

1. ARAB STATES. 2. ARAB REGIONAL LITERACY ORGANIZATION (ARLO).

Tehran 2764

International Symposium for Literacy, Persepolis, 1975.
World Health Organization and adult literacy, by Dr. A. Moarefi. [Tehran, International Institute for Adult Literacy Methods, 1975]
6 p. (SIPA/18)

Descriptors:

1. ADULT LITERACY. 2. WORLD HEALTH ORGANIZATION.

Tehran 2765

International Symposium for Literacy, Persepolis, 1975.
Labor desarrollada por la Oficina de Educación Iberoamericana (OEI) en el campo de la alfabetización (1964-1975). [Tehran, International Institute for Adult Literacy Methods, 1975]
11 p. (SIPA/19)

Descriptors:

1. LITERACY EDUCATION. 2. OFICINA DE EDUCACION IBERO-AMERICANA (OEI). 3. SEMINARS.

Tehran 2766

International Symposium for Literacy, Persepolis, 1975.
Second chance for the second decade; some considerations about literacy and basic education in the second half of the second development decade, by J. R. Kidd. [Tehran, International Institute for Adult Literacy Methods, 1975]
22 p. (SIPA/20)

Descriptors:

1. ADULT BASIC EDUCATION. 2. LITERACY ACHIEVEMENT. 3. LITERACY ORGANIZATIONS. 4. LITERACY PROGRAMMES.

Tehran 2767

International Symposium for Literacy, Persepolis, 1975.
Informational note on the International Institute for Adult Literacy Methods. [Tehran, International Institute for Adult Literacy Methods, 1975]
7 p. (SIPA/21)

Also in French and Spanish.

Descriptors:

1. IRAN. 2. INTERNATIONAL INSTITUTE FOR ADULT LITERACY METHODS. 3. LITERACY ORGANIZATIONS.

Tehran 2768

International Symposium for Literacy, Persepolis, 1975.
The Mohammad Reza Pahlavi and Nadezhda K. Krupskaya Prizes for meritorious work in literacy, prepared by the International Institute for Adult Literacy Methods. [Tehran, International Institute for Adult Literacy Methods, 1975]
23, 21, 6 p. (SIPA/22)

Also in French.

Descriptors:

1. LITERACY ACHIEVEMENT. 2. MOHAMMAD REZA PAHLAVI PRIZE. 3. NADEZHDA K. KRUPSKAYA PRIZE.

Tehran 2769

International Symposium for Literacy, Persepolis, 1975.
Literacy: for reading the word or the world? by Dr. Majid Rahnema. [Tehran, International Institute for Adult Literacy Methods, 1975]
22 p. (SIPA/23)

Also in French and Spanish.

Descriptors:

1. ADULT BASIC EDUCATION. 2. EDUCATIONAL PROGRAMMES. 3. LITERACY EDUCATION.

Tehran 2770

International Symposium for Literacy, Persepolis, 1975.
La campagne de l'alphabétisation (Cuba), par Abel Prieto Morales. [Tehran, International Institute for Adult Literacy Methods, 1975]
11 p. (SIPA/25)

Also in Spanish.

Descriptors:

1. CUBA. 2. ADULT LITERACY. 3. LITERACY PROGRAMMES.

Tehran 2772

International Symposium for Literacy, Persepolis, 1975.
Declaration of Persepolis. [Tehran, International Institute for Adult Literacy Methods, 1975]
7 p.

Also in French.

Descriptors:

1. LITERACY EDUCATION. 2. LITERACY PROGRAMMES.

Tehran 2774

International Symposium for Literacy, Persepolis, 1975.
Informe del colectivo de trabajadores técnicos del Viceministerio de Educación de Adultos, Ministerio de Educación, Cuba. [Tehran, International Institute for Adult Literacy Methods, 1975]
11 p.

Descriptors:

1. CUBA. 2. ADULT EDUCATION PROGRAMMES. 3. CONTINUOUS LEARNING. 4. LITERACY RETENTION.

Tehran 2784
Per.

Ibrahim, Hilmi M
Adult education in Egypt.

(In Society and leisure. Prague, European Centre for Leisure and Education. v. V, no. 2, 1973, p. 105-117)
tables.

Descriptors:

1. EGYPT ARAB REPUBLIC. 2. ADULT EDUCATION. 3. AUDIO-VISUAL AIDS. 4. LITERACY PROGRAMMES.

Tehran 2785
Per.

Kapur, L . M .
Adult education and adult literacy programmes in India.

(In Literacy news. Calcutta, Sri Partha Sengupta. v. III, no. 8, Feb. 1975, p. 22-25)

Descriptors:

1. INDIA. 2. ADULT EDUCATION. 3. FUNCTIONAL LITERACY. 4. LIBRARIES. 5. RURAL AREAS. 6. VOLUNTARY AGENCIES.

Tehran 2788
Per.

National Literacy Conference, 1st., Calcutta, February 1975.
Report.

(In Literacy news. Calcutta, Sri Partha Sengupta. v. III, no. 9-11, March-May 1975, p. 10-14)

Descriptors:

1. INDIA. 2. ILLITERACY. 3. NATIONAL PROGRAMMES.

Tehran 2790
Book

Johns, Jerry L ., ed.
Literacy for diverse learners: promoting reading growth at all levels. Newark, Delaware, International Reading Association [ca1975]
viii, 120 p. illus.

Descriptors:

1. UNITED STATES. 2. ADULT LEARNING. 3. BILINGUAL STUDENTS. 4. CONTINUOUS LEARNING. 5. EDUCATIONALLY DISADVANTAGED. 6. INTELLIGENCE QUOTIENT. 7. LATIN-AMERICAN CULTURE. 8. LEARNING DIFFICULTIES. 9. NEGRO EDUCATION. 10. PRIMARY EDUCATION. 11. READING ABILITY. 12. READING ACHIEVEMENT. 13. READING MATERIALS. 14. READING PROGRAMMES. 15. REMEDIAL READING PROGRAMMES. 16. SEX DIFFERENCES. 17. TEACHER ATTITUDES.

Tehran 2805
Book

Escarpit, Robert
L'écrit et la communication. Presses Universitaires de France, 1973.
124 p. diagrs., tables.

Descriptors:

1. AUDIO-VISUAL COMMUNICATION. 2. BOOKS. 3. COMMUNICATIONS. 4. CRITICAL READING. 5. FUNCTIONAL ILLITERACY. 6. INFORMATION SCIENCE. 7. LINGUISTIC THEORY. 8. LITERACY EDUCATION. 9. LITERACY STATISTICS. 10. MARKETING. 11. MASS MEDIA. 12. NEWSPAPERS. 13. PAPER (MATERIAL). 14. PRINTING. 15. READING. 16. READING COMPREHENSION. 17. READING MATERIALS PRODUCTION. 18. READING PROCESSES. 19. READING SKILLS. 20. WORLD PROBLEMS. 21. WRITING. 22. WRITTEN LANGUAGE.

Tehran 2811
Per.

Literacy symposium.

(In Adult education. London, National Institute of Adult Education. v. 47, no. 6, March 1975, p. 347-363)

Descriptors:

1. GREAT BRITAIN. 2. COMMUNICATION SKILLS. 3. EDUCATIONAL NEEDS. 4. FAILURE FACTORS. 5. LITERACY PROGRAMMES. 6. PAULO FREIRE METHOD. 7. PROGRAMME DEVELOPMENT. 8. PUBLIC SUPPORT. 9. STUDENT ENROLLMENT. 10. TUTORING.

Tehran 2814
Per.

Réflexionssur une expérience de stage intensif pour chômeurs.

(Dans Vivre en France. Paris, Amicale pour l'Enseignement des Etrangers. no. 26, octobre 1974, p. 5-8)

Descriptors:

1. FRANCE. 2. ADULT BASIC EDUCATION. 3. EDUCATIONAL EXPERIMENTS. 4. EDUCATIONAL PROBLEMS. 5. FINANCIAL PROBLEMS. 6. MIGRANT ADULT EDUCATION. 7. TRAINING OBJECTIVES. 8. UNEMPLOYED. 9. WELFARE AGENCIES.

Tehran 2815
Per.

Formation de formateurs: deux stages courts.

(Dans Vivre en France. Paris, Amicale pour l'Enseignement des Etrangers. no. 26, octobre 1974, p. 9-16)

Descriptors:

1. FRANCE. 2. ADULT BASIC EDUCATION. 3. AGRICULTURAL LABOURERS. 4. CASE STUDIES. 5. LANGUAGE INSTRUCTION. 6. MIGRANT ADULT EDUCATION. 7. PROGRAMME DESIGN. 8. TEACHING METHODS. 9. TEACHING PROGRAMMES.

Tehran 2837
Book

Work-Oriented Adult Literacy Pilot Project, Iran, 1967-1972.
Work-oriented adult literacy in Iran: an experiment (final technical report)/Alphabétisation fonctionnelle en Iran: une expérimentation (rapport technique final). Esfahan, 1973.
8v. (various pagings) graphs, tables.
"Restricted draft."

Text in English and French.

Descriptors:

1. IRAN. 2. ADULT LITERACY. 3. CONFERENCES. 4. CURRICULUM DESIGN. 5. DATA ANALYSIS. 6. DEZFUL SUB-PROJECT, 1967-72. 7. DROPOUTS. 8. ESFAHAN SUB-PROJECT, 1967-72. 9. EVALUATION METHODS. 10. EXPERIMENTAL WORLD LITERACY PROGRAMME, 1966. 11. FINANCIAL SUPPORT. 12. FUNCTIONAL LITERACY PROJECTS. 13. INSTRUCTIONAL MATERIALS. 14. LEARNING MOTIVATION. 15. LITERACY ACHIEVEMENT. 16. LITERACY EXPERTS. 17. LITERACY METHODS. 18. LITERACY TEACHERS. 19. METHODOLOGY. 20. PILOT PROJECTS. 21. PROGRAMME COSTS. 22. PROGRAMME DESCRIPTIONS. 23. PROGRAMME EVALUATION. 24. PROGRAMME OBJECTIVES. 25. PPOGRAMME ORGANIZATION. 26. PROGRAMME PLANNING. 27. PROJECT REPORTS. 28. STUDENT EVALUATION. 29. VOCATIONAL TRAINING. 30. WORK-ORIENTED ADULT LITERACY PILOT PROJECT, IRAN, 1967-1972.

Tehran 2842
Per.

Zeidenstein, Sondra
Observations on the status of women in Bangladesh [by] Sondra and Laura Zeidenstein.

(World education issues. New York, World Education Inc. no. 2, July 1974, 22 p.)
illus.

Descriptors:

1. BANGLADESH. 2. FAMILY PLANNING. 3. FUNCTIONAL LITERACY. 4. HEALTH EDUCATION. 5. WOMENS EDUCATION. 6. WOMENS ROLE.

Tehran 2843
Per.

Downing, John
Cultural priorities and the acquisition of literacy.

(In International review of education. Hamburg, Unesco Institute for Education. v. XIX, no. 3, 1973, p. 345-353)

Descriptors:

1. CULTURAL DIFFERENCES. 2. INDIVIDUAL DIFFERENCES. 3. LITERACY. 4. READING DIFFICULTY. 5. READING INSTRUCTION.

Tehran 2844
Per.

Long, Huey B
Women's education in Colonial America.

(In Adult education. Chapel Hill, North Carolina, Adult Education Association of the United States of America. v. XXV, no. 2, Winter 1975, p. 90-106)

Descriptors:

1. UNITED STATES. 2. EDUCATION SYSTEMS. 3. FAMILY LIFE. 4. LITERACY EDUCATION. 5. SCHOOLS. 6. WOMENS EDUCATION.

Tehran 2845
Per.

Irish, Gladys H
Reflections on means and ends in adult basic education.

(In Adult education. Chapel Hill, North Carolina, Adult Education Association of the United States of America. v. XXV, no. 2, Winter 1975, p. 125-130)

Descriptors:

1. ADULT BASIC EDUCATION. 2. EDUCATIONAL PROGRAMMES. 3. INDIVIDUAL DEVELOPMENT. 4. PROGRAMME DEVELOPMENT. 5. SKILLS.

Tehran 2852
Per.

Specialists on the problems of training migrant workers meet in Geneva.

(In Labour education. Geneva, International Labour Office. no. 26, October 1974, p. 8-20)
illus.

Also in French and Spanish.

Descriptors:

1. ADULT LITERACY CLASSES. 2. EDUCATIONAL DEVELOPMENT. 3. EDUCATIONAL OBJECTIVES. 4. EDUCATIONAL PROGRAMMES. 5. LANGUAGE INSTRUCTION. 6. MASS MEDIA. 7. MIGRANT ADULT EDUCATION. 8. MIGRANT WORKERS. 9. SOCIAL DEVELOPMENT. 10. LABOUR UNIONS. 11. VOCATIONAL EDUCATION.

Tehran 2859
Per.

Risman, Ann
Adult illiterate students.

(In Studies in adult education. London, The National Institute of Adult Education. v. 7, no. 2, October 1975, p. 142-149)

Descriptors:

1. ADULT LEARNING. 2. ADULT LITERACY. 3. LEARNING MOTIVATION. 4. LITERACY PROGRAMMES.

Tehran 2861
Per.

Women and development.

(UNICEF news. New York, The UNICEF Public Information Division. Issue 82, April 1974, 39 p.)

Descriptors:

1. CHILD CARE OCCUPATIONS. 2. DEVELOPMENT. 3. FAMILY LIFE EDUCATION. 4. FAMILY PLANNING. 5. FEMINISM. 6. FREEDOM OF SPEECH. 7. INTERNATIONAL WOMEN'S YEAR 1975. 8. LITERACY PROGRAMMES. 9. WOMENS EDUCATION. 10. WOMENS ROLE. 11. WORKING WOMEN.

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